

Eastern Illinois University

The Keep

Fall 2020

2020

Fall 2-23-2021

ENG 1002G-003: College Composition II

Betzy Elifrits Warren

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_fall2020



Part of the [English Language and Literature Commons](#)

Recommended Citation

Elifrits Warren, Betzy, "ENG 1002G-003: College Composition II" (2021). *Fall 2020*. 42.
https://thekeep.eiu.edu/english_syllabi_fall2020/42

This Article is brought to you for free and open access by the 2020 at The Keep. It has been accepted for inclusion in Fall 2020 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1002G-003: College Composition II, Fall 2020
Course Policies and Syllabus
MWF 12-12:50 p.m., Charleston/Mattoon Room

Instructor: Betzy Elifrits Warren
Office: 3037 Coleman Hall/Wesley Foundation
Office Hours: By Appointment
Contact: bcelifritswarren@eiu.edu; (865) 335-1626 (cell)

Required Texts:

Everything's an Argument with Readings, 8th ed.
The Little DK Handbook, 3rd ed.

Other Required Materials:

Portable electronic device

Course Description: College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information.

Course Objectives: Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents
- Use data and create graphical elements in their writing
- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

Masks must be worn and 6' of distance kept at all times during in-person class meetings. Students will be dismissed by rows at the end of class each session.

Attendance and Participation: Success in this course requires effort both in and out of the classroom. This means you must do homework *and* participate in class. In-class activities and assignments will count toward a portion of your final grade; these can only be made up in very special circumstances, so attending class is the best way to secure as many of these points as possible. When you are absent, you are responsible for acquiring the information you missed, and you must discuss with me arrangements for turning in any assignment you missed. *If you are not feeling well, please do not attend class in person! In the event that EIU moves to remote learning, class meetings will still be held at the regular time, via videoconferencing. More instructions will be given when/if this occurs.*

Homework: Homework assignments are listed in the course calendar and syllabus. You are responsible for recognizing what homework is due for each class meeting, based on the printed calendar or any changes announced in class, and for completing your homework

before class begins. Questions about assignments should be asked with plenty of time prior to the next class meeting for me to respond.

Changes to the Course Policies and Calendar/Syllabus: You are expected to know and understand the content of any changes or additions to this syllabus and to abide by the policies given in such changes. If you have questions at any time about the information contained here, please contact me. Changes may occur to *both* policies and assignments.

Turning in Work/Late Work: Written assignments are due on D2L at noon on the dates stated on the syllabus. Written work should be typed, double-spaced, formatted with 1-inch margins. Revisions of major writing assignments may be allowed. Late work is not acceptable, except for work related to recognized absences, according to the EIU Undergraduate Catalog. All extraordinary circumstances must be discussed with me as early as possible. If you feel you deserve an exception for late work or for any class policy, you must take the initiative to request an exception.

Grading: Final grades in this course are A, B, C, and NC (no credit). Grades on written assignments will be A, A-, B+, B, B-, C+, C, C-, D, and F. Assignments receiving D and F grades will be given credit accordingly, but consistently earning low grades will result in no credit for this course. All major essays must be turned in, in order for you to receive credit for the course. A list of assignments and their weight related to the total semester grade appears later in this document.

Essay Revisions: Writing is a process, and there is always room for improvement in our writing. To that end, you *may* be allowed to turn in revisions of major writing projects.

Guidelines for conduct and communication: Be respectful of others at all times. Be responsible for yourself. Be professional in your work and conduct with other students. Be on time. Be ready, willing, and able to focus on and participate in class. Leave your cell phone on silent (embrace the mystery of not knowing what anyone has called, emailed, texted, snapped, messaged, or TikToked about for the 50 minutes you are in this class!).

Communication is very important. It's in your best interest to let me know your questions and concerns, and to do so in a professional and respectful manner. While I may be able to receive and respond to emails very quickly most of the time, being prepared means contacting me with questions or concerns as early as possible and giving me a reasonable amount of time to respond. All email communication should be properly written, including a concise subject line; a reasonably formal address (you may address me by my first name...but please spell it correctly!); a succinct body, written with a respectful tone and organized clearly; and a closing that includes your name. Avoid using abbreviations and excessive punctuation marks in formal emails, please.

Academic Honesty and Plagiarism: You will develop the skills to succeed in this class and to express yourself through written argumentation only by doing your own work. Using other people's ideas without giving them credit is generally referred to as plagiarism. This includes, but is not limited to, cutting and pasting material directly from sources by other writers, such as websites, without proper documentation of the source; using essays written by others, such as from an internet paper mill or an organization's essay or test files; and using others' previously printed ideas with just a few words changed, without giving proper credit to the source. Plagiarism in this class will be dealt with in accordance with the English department's statement below and with EIU's policies. Penalties include, but are not limited to, receiving a grade of F for the assignment(s) plagiarized and receiving a grade of No

Credit for the course. Instances of plagiarism will be reported to the Office of Student Accountability and Support.

Here is the official statement on plagiarism by the EIU English Department: "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work' (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Using the Writing Center: I encourage you to use the EIU Writing Center. This free resource provides individual conferences with writing center consultants who can help with brainstorming, organizing, developing support, documenting, and revising papers. The Writing Center is available to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center, located at 3110 Coleman Hall, or you can call 581-5929. The Writing Center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday, hours of operation are 9 a.m. to 1 p.m.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Accountability and Support.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Electronic Writing Portfolio: Students may submit essays from English 1002 for their Electronic Writing Portfolio. Submissions must be at least 750 words (excluding works cited), and may not be fiction, poetry, or drama. For the fall 2020 semester, submissions are due by December 8. Visit <https://www.eiu.edu/bgs/ewp.php> for more information regarding the Electronic Writing Portfolio and how to submit essays for it.

Course Assignments and Grade Scale

Class Participation and Preparation Grades: 25%

- *Quizzes (5%):* We will occasionally have quizzes in class to check your progress on the reading assignments.
- *In-Class Activities (5%):* This includes participation in class discussion and during other in-class activities.
- *Peer Reviews (5%):* Each student will complete peer reviews of other students' rough drafts for 5 of the major writing assignments.
- *Journals/Reading Responses (7%):* For some class discussion topics and reading

assignments, you will have a 1-2-page written response due.

- *In-Class Presentation (3%)*: You will present your main points of your op-ed and infographic to the class, in a brief 2-5 minute presentation.

Major Writing Assignments: 75%

- 1-page **Proposals** for 5 of the major writing assignments (1% each; 5% total)
- **Rough Draft** of 5 major writing assignments due for peer review (1% each; 5% total)
- **Rhetorical Analysis Essay** (4-6 pages) (10%)
- **Definition Argument Essay** (4-6 pages) (10%)
- **Evaluation Argument Essay** (4-6 pages) (10%)
- **Causal Argument Essay** (4-6 pages) (10%)
- **Op-Ed with Infographic** (2-3 pages) (10%)
- **Annotated Bibliography** (3-4 pages) (10%)
- **Final Reflection Paper** (2-3 pages) (5%)

Grading Scale:

For Assignments:

A	92-100%	B	82-87%	C	72-77%	F	↓60%
A-	90-91%	B-	80-81%	C-	70-71%		
B+	88-89%	C+	78-79%	D	60-69%		

Final Course Grades: A, B, C, No Credit

Course Calendar

EA refers to *Everything's an Argument*; *DK* refers to *The Little DK Handbook*

August

Mon 8/24 Introduction to ENG 1002

Due on 8/26: Read chapter 1 of *EA*, pp.3-31; complete Student Information Survey on D2L; Journal of Introduction (in D2L Dropbox)

Wed 8/26 Introduction to argumentation, different kinds of arguments

DUE TODAY: Journal of Introduction on D2L

Due on 8/28: Read chapter 6 of *EA*, pp.97-130

Fri 8/28 Rhetorical Analyses

Introduction of Rhetorical Analysis Essay assignment

Due on 8/31: Read chapters 2-3 of *EA*, pp. 32-56

Mon 8/31 Pathos, Ethos, Logos

Due on 9/2: Read chapter 4 of *EA*, pp.58-78; Journal of Personal Context

September

Wed 9/2 Pathos, Ethos, Logos, continued

DUE TODAY: Journal of Personal Context on D2L

Due on 9/4: Rhetorical Analysis Essay Proposal; read chapter 5 of *EA*, pp.79-95

Fri 9/4 Fallacies of Argument

DUE TODAY: Rhetorical Analysis Essay Proposal on D2L

Due on 9/9: read *EA*, pp.24-31 and *DK*, pp. 105-107; listen to *Code Switch* podcast episode, "Sometimes Explain, Always Complain":

<https://www.npr.org/2019/11/23/782331005/sometimes-explain-always-complain>

Mon 9/7 **NO CLASS:** Labor Day

Wed 9/9 *Writing Workshop:* Audience Awareness

Due on 9/11: Rough Draft of Rhetorical Analysis Essay emailed to bcelifritswarren@eiu.edu by noon

Fri 9/11 Online peer review day: **no in-person class**

DUE TODAY: Rough draft of Rhetorical Analysis Essay

Due on 9/14: Read *EA* chapter 13, pp.321-345

Mon 9/14 Style in arguments

Due on 9/16: read *DK* pp.234-260

Wed 9/16 *Writing Workshop:* Proofreading and Grammar

Due on 9/18: Final draft of Rhetorical Analysis Essay

Fri 9/18 Confirmation Bias

DUE TODAY: Final draft of Rhetorical Analysis Essay

Due on 9/21: Read *EA* chapter 9, pp. 197-223

Mon 9/21 Arguments of Definition

Definition Argument Essay assignment introduced

Due on 9/23: Read *EA* pp. 554-565, 567-575; Reading Response: Write 1-2 pages answering "Respond" #1 on p. 565 OR "Respond" #3 on p. 575

Wed 9/23 Arguments of Definition, continued

DUE TODAY: Reading Response

Due on 9/25: Read *EA* pp. 620-633, 730-738, 756-763

Fri 9/25 More on Arguments of Definition
Due on 9/28: Read *EA* chapter 18, pp. 438-451; Definition Argument Essay Proposal

Mon 9/28 Finding Evidence; Library Presentation
DUE TODAY: Definition Argument Essay Proposal on D2L
Due on 9/30: Read *EA* chapter 19, pp.454-463

Wed 9/30 Evaluating sources
Due on 10/2: Read *EA* chapter 20, pp. 464-482

October

Fri 10/2 Using sources
Due on 10/5: Rough draft of Definition Argument Essay

Mon 10/5 Online peer review: **no in-person class meeting**
DUE TODAY: Rough draft of Definition Argument Essay
Due on 10/7: Read/review *DK* pp. 264-331

Wed 10/7 *Writing Workshop:* Punctuation
Annotated Bibliography assignment introduced
Due on 10/9: Read both of these articles: "Alabama students throwing 'COVID parties' to see who gets infected: Officials" <https://abcnews.go.com/US/alabama-students-throwing-covid-parties-infected-officials/story?id=71552514> and "Did the Media Get Suckered by a Fake Story About College Kids Catching COVID on Purpose?" <https://futurism.com/neoscope/fake-story-college-kids-covid>; *Reading Response:* write 1-2 pages arguing whether you believe the original story about COVID parties was accurate or not (be sure to give good reasons to support your argument!)

Fri 10/9 More on Confirmation Bias
DUE TODAY: Reading response
Due on 10/12: Final Draft of Definition Argument Essay

Mon 10/12 *Writing Workshop:* Topic TBD
DUE TODAY: Final draft of Definition Argument Essay
Due on 10/14: Read *EA* chapter 10, pp.224-254, and "How to Meme What You Say": https://daily.jstor.org/how-to-meme-what-you-say/?utm_campaign=generalmarketing&utm_content=twitter&utm_medium=social&utm_source=twitter

Wed 10/14 Evaluation Arguments
Introduction of Evaluation Essay assignment
Due on 10/19: Read *EA* 537-542, 615-617, 708-711, 713-717; *Reading Response:* Write 1 page answering "Respond" #1 on p. 542 OR "Respond" #5 on p. 712 OR "Respond" #4 on p. 718; Journal on Personal Progress

Fri 10/16 **NO CLASS:** Fall Break

Mon 10/19 Evaluation Arguments, continued
DUE TODAY: Reading Response and Journal on Personal Progress
Due on 10/21: Read *EA* chapter 21, pp. 484-491 and "Twitter, Facebook Remove 'Racist Baby' Video Posted by Trump": <https://news.yahoo.com/twitter-labels-video-tweeted-trump-105147719.html>; Evaluation Essay Proposal

Wed 10/21 Plagiarism and Academic Integrity
DUE TODAY: Evaluation Essay Proposal
Due on 10/23: Read/review *EA* chapter 22, p. 494-515

Fri 10/23 *Writing Workshop:* Documenting Sources

Due on 10/26: Read EA chapter 16, pp. 381-402

Mon 10/26 Multimodal Arguments

Due on 10/28: rough draft of Evaluation Argument Essay

Wed 10/28 Online peer review: **no in-person class**

DUE TODAY: Rough draft of Evaluation Argument essay

Due on 10/30: Read about what an op-ed is and how to write one by visiting this website: <https://commskit.duke.edu/writing-media/writing-effective-op-eds/>

Fri 10/30 Introduction to Op-Eds

*Due on 11/2:; Read EA pp. 615-617 and these two op-eds From the *Daily Eastern News*: <https://www.dailyeasternnews.com/2020/03/12/editorial-eastern-made-right-choice-in-moving-to-online-only-classes/>;
<https://www.dailyeasternnews.com/2020/03/09/staff-editorial-caas-oma-vote-was-right-decision/>*

November

Mon 11/2 Op-Eds, Continued

Introduction to Op-Ed with Infographic Assignment

Due on 11/4: Final draft of Evaluation Argument Essay

Wed 11/4 More about Op-Eds and Multimodal Arguments

DUE TODAY: Evaluation Argument Essay final draft

Due on 11/6: Read "You Must Not 'Do Your Own Research' When It Comes to Science": <https://www.forbes.com/sites/startswithabang/2020/07/30/you-must-not-do-your-own-research-when-it-comes-to-science/#2133459f535e>; "Despite Social Distancing, We Still Need to Live Ethically With Each Other": <https://www.usatoday.com/story/opinion/2020/03/24/ethics-during-coronavirus-pandemic-we-still-need-each-other-column/2897412001/>; "Ford Must Keep Its Promise to Clean Car Standards": https://www.pressandguide.com/opinion/ford-must-keep-its-promise-to-clean-car-standards/article_91658f26-c0fd-11e8-9767-279025c2ff7c.html?fbclid=IwAR2JnYetIPJatqEs3Ha9FsgFe9kFyb8F681ud93sKdHGC50sdRgbWsmQg70

Choose one of these three pieces and write 1 page with your response to the arguments, evidence, and style used. This is a Reading Response assignment.

Fri 11/6 Creating Infographics

DUE TODAY: Reading Response

Due on 11/9: Find an infographic that you think is interesting and post it in the online discussion thread with a paragraph (3-5 sentences) about what the data says to you and why you think it's interesting. (This counts as an in-class activity.)

Mon 11/9 More on Infographics and Data

DUE TODAY: Op-Ed with Infographic proposal

Due on 11/11: Read EA chapter 15, pp. 363-380

Wed 11/11 Presenting Arguments

Due on 11/13: Read EA chapter 11, pp. 255-285

Fri 11/13 Introduction to Causal Arguments

Due on 11/16: Rough draft of Op-Ed with Infographic

Mon 11/16 Online peer review: **no in-person class**

DUE TODAY: Op-ed with Infographic rough draft

Due on 11/18: Read EA pp. 634-646, 682-687, 765-770; Reading Response: Write 1-2 pages answering "Respond" #2 on p. 646 OR "Respond" #3 on p. 688 OR

"Respond #5" on p. 771 (you don't have to develop the entire argument for this option!)

Wed 11/18 More on Causal Arguments
Introduction to Causal Argument Essay
DUE TODAY: Reading Response
Due on 11/20: Op-Ed with Infographic Final Draft

Fri 11/20 Causal Arguments, continued
DUE TODAY: Op-Ed with Infographic final draft
Due on 11/30: Causal Argument Essay Proposal

Mon 11/23-Fri 11/27 NO CLASS: Thanksgiving Break

Mon 11/30 In-Class Presentations
DUE TODAY: Causal Argument Essay Proposal

December

Wed 12/2 In-Class Presentations
Reminder: Causal Argument Essay and Annotated Bibliography are due on 12/11

Fri 12/4 In-Class Presentations
Reminder: Causal Argument Essay and Annotated Bibliography are due on 12/11

Mon 12/7 Online Peer Review: **no in-person class**
DUE TODAY: Causal Argument Essay rough draft
Due on 12/9: Journal on in-class presentations
Reminder: Causal Argument Essay and Annotated Bibliography are due on 12/11

Wed 12/9 *Writing Workshop:* Topic TBD
DUE TODAY: Journal on in-class presentations
Due on 12/11: Causal Argument Essay final draft, Annotated Bibliography

Fri 12/11 Final Thoughts
Final Reflection Essay assignment introduced
DUE TODAY: Causal Argument Essay final draft, Annotated Bibliography

Wed 12/16 Final Exam period: 12:30-2:30 p.m.
Final Reflection Essay and any revisions or other assignments allowed must be turned in on D2L by 2:30 p.m.